



Functional Education as a Roadmap to Reducing Unemployment in Developing Countries

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Abstract:

Background: This study looks at functional education as a means of lowering unemployment in developing nations. It investigates how functional education might improve employability skills (technical and soft), especially in developing nations. The contribution of functional education to the growth of entrepreneurship how to use Technical and Vocational Education and Training (TVET) as a long-term approach to young unemployment.

Aims: The aim of the study is to investigate whether functional education is a roadmap to reducing unemployment in the developing nations.

Methods: It is a systematic review approach. Particularly in developing nations, government and policy assistance are crucial for establishing strong educational institutions, encouraging skill development, and generating job opportunities. Functional education faces difficulties in developing nations.

Results: This essay examines the main obstacles preventing functional education in developing countries from succeeding and makes reform suggestions. The idea that including functional education in national curricula greatly enhances employability outcomes and lowers unemployment is supported by studies reviewed from a number of emerging nations. The transformative significance of functional education in developing entrepreneurial capacities is affirmed by the empirical data presented in this research.

Conclusion: This study illustrates how incorporating TVET into national education systems can close the skills gap and dramatically lower young unemployment using empirical data, policy analysis, and international case studies. The study explore functional education as a means of reducing unemployment in the developing nations. It was done by the authors.

Keywords: Functional Education, Developing Nations, Unemployment

1. INTRODUCTION

Employment for citizens is one of every government's duties. According to Elebe (2021), experience has demonstrated that the Nigerian government cannot employ all secondary school leavers and graduates from all postsecondary institutions on its own. Nigeria and many other emerging countries have struggled with unemployment, according to (Odumosu & Ezekiel, 2015). The majority of college graduates and leavers are unemployed. Education has been considered a key tool or the primary driver of any nation's or individual's development. UNESCO (2023) asserts that education is

a vital component of both personal development and societal progress, giving people the critical thinking skills necessary to function in a globalized world. No reasonable administration would ignore its education system, which is a key component of national growth.

Citizens are the ones who make constructive changes and support the nation's or society's economic development through the use of their soft and technical skills. The only way to accomplish this is through functional education. In developing nations, unemployment continues to be one of the biggest problems, threatening social stability, economic prosperity, and personal well-being. In developing nations, unemployment is a chronic problem, particularly for young people (Onoshakpokaiye, 2021). Traditional academic education frequently falls short of the abilities that companies require, resulting in over-qualification with no employment opportunities. A promising substitute is provided by functional education practical, demand-driven, entrepreneurship-oriented learning. Functional education provides a calculated response to this challenge by preparing students with employable, marketable skills.

Functional education, as opposed to traditional theoretical education, is a strategic instrument for lowering unemployment since it places an emphasis on entrepreneurship, vocational training, and real-world

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problem-solving. By providing people with the necessary knowledge, abilities, and attitudes to launch their own businesses, functional education is essential to the growth of entrepreneurship. Incorporating entrepreneurship training into educational systems is both a strategic and socioeconomic imperative in light of the growing young unemployment rate, especially in emerging nations. Functional education may turn young people from job seekers into employment creators with the correct partnerships, infrastructure, and regulations.

The ongoing increase in youth unemployment, particularly in developing nations, has emerged as a major socioeconomic issue. In this study, the potential of Technical and Vocational Education and Training (TVET) as a long-term approach to young unemployment is investigated. Students who complete TVET gain information and skills that improve their employability and possibilities for entrepreneurship.

The purpose of this study is to examine how TVET and functional education might enhance employment and entrepreneurship abilities in developing nations.

2. MATERIAL AND METHOD

The methodology used in the study was a systematic review. The researcher uses a methodical approach to locate, compile, and evaluate a body of literature on a particular subject related to the current study based on a set of preset criteria. Regularly, a systematic review includes a critical assessment of the included studies in addition to describing the findings of the research publications. This study examined several published studies that examined functional education as a means of lowering unemployment in developing nations.

These resources were selected based on their applicability to the research. The study assessed and appraised these reviewed papers. A small number of empirical studies that examined the various strategies, components, or ideas were examined. In order to determine whether the research supports Functional Education as a Roadmap to Reducing Unemployment in Developing Countries, this will provide a comprehensive, unbiased evaluation of the state of the art.

3. RESULT AND DISCUSSION

3.1 Result

Concept of functional education

According to Y. D. Usman & Chinyere, (2021), functional education is a strategy that emphasizes the acquisition of knowledge and skills that are directly applicable to real-world scenarios, the workplace, and societal demands. It places a strong emphasis on lifelong learning, entrepreneurship, critical thinking, and technical and vocational training. Functional education

is essential for educating young people for independence and economic engagement in areas with large youth populations and low formal employment rates (World-Bank, 2021). According to an African Development Bank (2023), within six months of graduation, Rwandan graduates from functional, vocational programs had a 20% greater employment/self-employment rate than those with general secondary education.

The goal of functional education is to give students the necessary skills, entrepreneurial potential, and practical knowledge they need to succeed in the workforce and in society (Asaju & Adagba, 2019). Functional education seeks to make students independent, employable, and productive contributors to economic progress, in contrast to traditional education, which frequently concentrates on academic knowledge.

Abdulganeey et al. (2025) asserts that in order to satisfy the demands of the labor market in the twenty-first century, functional education in Africa should emphasize digital literacy, problem-solving, critical thinking, and vocational skills. Functional education fosters learners' creativity, entrepreneurship, and real-world skills by prioritizing practical application above theory. The functional education promotes both work preparedness and entrepreneurship by emphasizing relevant, useful information that is in line with labor market demands. The study emphasizes how functional education gives students the technical, cognitive, and socioemotional abilities needed for long-term employment and independence. Learners are prepared for self-employment and business creation through the practical, vocational, and entrepreneurial skills that functional education offers. Since young unemployment is on the rise in many low- and middle-income nations, incorporating entrepreneurship education into the curriculum has emerged as a practical approach to sustainable development and economic empowerment.

It is described in Nigeria as education that empowers people to use their knowledge and make constructive contributions to society. It stands in contrast to conventional supply-driven curriculum, which frequently alienate graduates from the job market. A learning system created to address the present and future requirements of people and society is referred to as functional education. It emphasizes developing self-reliance skills, entrepreneurial training, technical and vocational education, problem-solving abilities, and critical thinking. Learning that gives people the competencies, values, and abilities they need to effectively engage in society and the economy is known as functional education (Abdulganeey et al., 2025). It emphasizes problem-solving, critical thinking, and skill acquisition through vocational training.

The characteristic of functional education, according to Oniemola & Niyi (2024), is its applicability to the learner's environment and the labour market, encouraging knowledge application rather than only accumulation. One practical strategy for lowering unemployment in emerging nations is functional

education. It equips people to not only find work but also create it through labour-market alignment, entrepreneurial promotion, and skill development. However, for it to be effective, substantial policy reform, enough finance, and strong institutional frameworks are necessary.

Functional education and employability skills

Youth unemployment is still a significant problem worldwide, especially in developing countries where graduates of formal education are frequently unprepared for the workforce (ILO, 2021). Conventional educational systems place little emphasis on employable, real-world skills and more on theoretical knowledge. Functional education, on the other hand, improves employability by offering hands-on training, entrepreneurial potential, and soft skills that are suited to real-world problems (Asaju & Adagba, 2019). By giving students market-driven competences like soft skills (like communication and teamwork), technical and vocational skills (like plumbing and ICT), and entrepreneurial thinking, functional education improves employability.

According to Brunello & Rocco (2017), these abilities improve a graduate's prospects of finding work or starting their own business. In Nepal, for example, youth who received vocational training were 31% more likely to find non-farm employment than their counterparts who did not receive training (Chakravarty et al., 2019). A person's capacity to get and keep a job is improved by employability skills, which are a collection of fundamental competencies. These comprise cognitive (problem-solving, critical thinking), soft (communication, teamwork, emotional intelligence), and entrepreneurial (opportunity recognition, business

planning) abilities as well as technical (ICT, mechanical repair, tailoring, etc.). Yorke (2006) defines employability as a collection of accomplishments, knowledge, and character traits that increase graduates' chances of landing a job and succeeding in their chosen fields.

Technical and Vocational Education and Training (TVET) is a common form of functional education that is closely related to skill development and labour market demands. According to empirical research, TVET graduates in Kenya, Uganda, and Indonesia are more likely to find job than their counterparts in normal academic programs (Chakravarty et al., 2019; Torun & Tumen, 2019). Vocational training program participants in Nepal had a 31% higher chance of finding work in non-farm industries after a year, particularly in self-owned enterprises (Chakravarty et al., 2019). Employers frequently stress the value of soft skills when making hiring decisions. Teamwork, communication, and leadership skills are all incorporated into functional education programmes.

According to a study conducted in Nigeria by Okoro & Jimoh (2016), students' confidence and teamwork skills were greatly increased by entrepreneurship-based functional education, which increased employability. Students who receive entrepreneurship training as part of their functional education are better prepared to start their own businesses rather than rely on formal employment. This is especially important in situations where employment prospects are few. According to McKenzie (2017), self-employment rates and students' intents to establish their own businesses were both positively impacted by entrepreneurship education in Nigerian polytechnics.

Table 1. Empirical evidence from developing countries

Country	Intervention	Key Outcome
Nepal	Vocational training for youth	A 31% rise in employment outside of agriculture (Chakravarty et al., 2019)
Kenya	TVET program tracking	Increased self-employment following graduation (Musera et al., 2025)
Nigeria	Polytechnics entrepreneurship program	higher rate of graduates starting their own businesses (Okoro & Jimoh, 2016)
Indonesia	Vocational vs. general education	Vocational graduates have 5% greater employment rates (Torun & Tumen, 2019).

3.1 Discussion

Functional Education and Entrepreneurship Development

The necessity for educational institutions that do more than merely train people for salaried employment has increased as a result of the worldwide youth unemployment issue. Conventional academic education frequently falls short in developing nations in providing

students with the skills needed to create jobs. An alternate framework that directly supports the growth of entrepreneurship is provided by functional education, which places an emphasis on real-world applications and practical skills (Asaju & Adagba, 2019). The need for skill-based, entrepreneurship-focused learning is highlighted by the fact that more than 70% of young people in sub-Saharan Africa are either unemployed or working in informal jobs, according to the International Labour Organization (ILO, 2022). The development of

entrepreneurship is one of the cornerstones of functional education. Functional education encourages self-employment and job creation by educating students how to spot opportunities, run enterprises, and get funding.

The National Directorate of Employment's vocational training program in Nigeria has enabled thousands of young people to start small businesses in ICT, carpentry, and tailoring (NDE-Report, 2018). Nigerian polytechnics' entrepreneurship instruction greatly increased students' entrepreneurial goals and decreased their reliance on government employment, as noted by Okoro & Jimoh (2016). The term functional education describes instructional strategies and programs that are relevant, skill-oriented, and practical in order to prepare students to contribute productively to society and the economy (Abdulganeey et al., 2025). It combines technical, entrepreneurial, and vocational training to assist people in becoming employment creators rather than job seekers. Enhancing people's capacity to see business possibilities, take calculated risks, and oversee small or medium-sized businesses is the goal of entrepreneurship development.

Kuratko (2016) asserts that entrepreneurship education enhances self-efficacy and opportunity perception, two qualities that are essential for starting profitable businesses. Integrating entrepreneurship education into the official curriculum is one of the main tactics of functional education. This involves imparting knowledge about marketing tactics, financial literacy, innovation, and company planning. The National Policy on Education in Nigeria requires that entrepreneurship education be taught at all educational levels. According to a study by Okoro & Jimoh (2016), students' entrepreneurial goals and preparedness for starting a business were enhanced by entrepreneurship instruction in polytechnics.. Practical skills like electronics, fashion design, construction, ICT, and cooking are encouraged by functional education. These provide the framework for small enterprises and revenue-generating ventures.

According to McKenzie (2017), the number of youth-owned microenterprises in a variety of trades has expanded as a result of skill development initiatives run by Nigeria's National Directorate of Employment (NDE). In addition to imparting technical knowledge, functional education cultivates the resilience, creativity, and problem-solving mindsets that are critical for entrepreneurs. Students are taught to take risks and think creatively through mentorship programs and business simulations. The probability of entrepreneurial success rises dramatically when entrepreneurial thinking and vocational training are integrated.

Some factual data from developing nations. 68% of university graduates in Nigeria who received entrepreneurship instruction stated that they intended to launch a firm, compared to 39% in control groups, according to a study by (Okebukola, 2015). According to Okoro & Jimoh (2016), functional education programs in technical colleges also enhanced young people's ability to start their own businesses. Anane

(2019) reports that the implementation of entrepreneurship modules in TVET institutions in Ghana resulted in a 21% rise in student-led firms among graduates. Youth entrepreneurship training and functional skills training were combined in Uganda under the "Skilling Uganda" initiative.

According to World Bank assessments from 2020, beneficiaries were more likely than non-participants to take part in activities that generated income. According to a randomized study conducted in Nepal by Chakravarty et al., (2019), self-employment rates and monthly wages were considerably raised by vocational training in conjunction with entrepreneurship teaching, particularly for women running home-based companies. Functional education for entrepreneurship has several advantages, including as creation of jobs: Students who receive functional education training can start micro businesses and hire others. Economic Diversification: Innovation in ICT, services, and agriculture increases national output. Empowerment of Marginalized Groups: By lowering inequality, functional education helps women and young people in rural areas. Decrease in crime and social vices: Youth who are earning a living are less likely to participate in antisocial behaviour (Mcgrath et al., 2019).

Vocational and Technical Education (TVET) as a means of reducing youth unemployment

According to the ILO, youth unemployment is the inability to obtain acceptable employment for those between the ages of 15 and 24 who are willing and able to work. Inadequate training systems, low economic growth, and mismatched skills are among structural problems that contribute to this issue (Ogbunaya & Ududo, 2015). Youth unemployment is a worldwide issue, but it is especially bad in developing nations since their educational systems frequently generate graduates who are theoretically knowledgeable but lack practical skills. The bulk of the world's 264 million young people who are Not in Education, Employment, or Training (NEET) are in South Asia and sub-Saharan Africa, according to the International Labour Organization (ILO, 2021). The goal of vocational and technical education (TVET) is to give young people industry-relevant, hands-on training that will meet the demands of the labour market. As such, it offers a potent instrument for encouraging entrepreneurship, lowering unemployment, and advancing inclusive economic growth (UNESCO, 2016).

Education and training that imparts job-related knowledge and skills is referred to as TVET. In order to provide people with practical abilities, it encompasses formal, non-formal, and informal learning (UNESCO, 2016). It emphasizes technologies, applied sciences, crafts, and trades. There is solid evidence that TVET lowers youth unemployment in developing nations. TVET is incorporated into both formal and informal learning routes through functional education in order to fill skill gaps and generate job possibilities. In Kenya, Musera et al. (2025) discovered that non-modular TVET

graduates had a lower risk of unemployment, and those who migrated to cities had a higher likelihood of employment in their trained disciplines. Similar to this, graduates of vocational schools in Indonesia had a 5% higher employment rate than graduates of general education programs (Torun & Tumen, 2019). TVET programs are directly related to the needs of the labour market and, in contrast to conventional education, emphasize hands-on learning, industry attachments, and the acquisition of technical skills.

Research indicates that nations with well-developed TVET systems have lower rates of youth unemployment (Afeti, 2012). For example, Germany and Switzerland have dual training systems that combine classroom instruction with real-world industry experience, resulting in youth unemployment rates below 10% (Biavaschi et al., 2013). According to a Kenyan study, graduates of TVET programs were 68% more likely than those from general education programmes to find job within a year (Wakiaga & Gathungu, 2021). Entrepreneurship education, which equips students to start their own businesses, is frequently included in TVET curricula. In Ghana and Nigeria, youth self-employment is greatly influenced by TVET that focuses on entrepreneurship (Ogbunaya & Udoudo, 2015). TVET promotes inclusion by focusing on vulnerable populations, such as women, people with disabilities, and youth. Young people become economically productive when they gain the necessary skills, which increases household income and the GDP of the country (World-Bank, 2020).

A few empirical findings from developing nations. The National Board for Technical Education (NBTE) is in charge of managing Nigeria's polytechnics and vocational schools. Compared to their classmates who simply completed general secondary education, TVET graduates have a higher likelihood of being employed or self-employed, according to studies by Ayonmike et al. (2015). To give jobless kids skills training, Ghana's Council for TVET (COTVET) launched the National kids Employment Program. Within a year of finishing their program, over 42% of beneficiaries launched new firms, according to data from Anane (2019). The Ethiopian government has put in place a nationwide TVET policy that incorporates on-the-job training and public-private partnerships. According to research by Hagos et al. (2016), the programme helped participating districts cut young unemployment by more than 20%. The Technical Education and Skills Development Authority (TESDA) in the Philippines offer certification and training based on competency. The Asian Development Bank (2019) reports that 70% of TESDA graduates found work within six months of turning.

TVET has many advantages, however there are also implementation issues, such as: TVET institutes are understaffed and do not have access to contemporary equipment (A. N. Usman & Tyabo, 2018). Poor perception, a lot of parents and students think that academic pathways are better than vocational education. Lack of alignment with industry demands, a number of programmes are out-of-date and do not meet the

demands of the labour market today. Insufficiently Skilled Teachers, there is a dearth of technically proficient educators capable of providing high-quality instruction.

The role of government and policy support in promoting education, skill development, and employment in the developing nations

Governments have a significant impact on the quality and direction of education and training systems, which is crucial for the advancement of a country. Youth unemployment and underemployment have been a persistent problem in many developing countries due to a lack of finance, inadequate policy frameworks, and a misalignment between the labour market and schooling (World-Bank, 2022). Effective government assistance and policy are therefore essential for guaranteeing access to high-quality education, encouraging skill development, and permitting the establishment of long-term jobs. Policymaking, legislation, finance, outcome monitoring, and public-private partnership development are among the duties of the government. Policy assistance is the term used to describe institutional measures, legislative frameworks, and calculated interventions by governmental organizations to address systemic issues in employment and education (UNESCO, 2015).

Through long-term plans, governments set the tone for the growth of their countries. A few examples of policies that strive to match education with national development goals are Ghana's Education Strategic Plan (2018–2030), Nigeria's National Policy on Education (2013), and Kenya Vision 2030 (Education, 2013) Ministry of Education Ghana, 2018). As an illustration, Technical and Vocational Education and Training (TVET) is emphasized in Kenya's Vision 2030 as a vital instrument for economic change (GOK, 2007). Institutions of regulation and legal support are necessary for effective implementation. For instance, the Sector Education and Training Authorities (SETAs) were created under South Africa's National Skills Development Act (1998), guaranteeing a concerted national effort in skills development. Building infrastructure, hiring teachers, and providing access to educational resources are all made possible by enough funding.

However, public education does not receive the requisite 20% of the national budget in many African nations (UNESCO, 2022). Rwanda stands out as an outlier, investing more than 15% of its budget in education, which has increased enrollment and enhanced literacy (World-Bank, 2021). Governments can monitor the success of labour and education programmes through monitoring and evaluation systems. Data-driven decision-making facilitates the identification of workforce skill gaps and the adjustment of policies to close them (ILO, 2023). Governments can encourage employment through tax breaks, apprenticeships, entrepreneurship assistance, and job creation programs. To lower youth unemployment, nations like Ethiopia and Tunisia have implemented start-up incentives and public works projects (AfDB, 2021).

In order to create jobs, policy efforts that support small-medium businesses (SMEs) and entrepreneurship are essential. The Youth Enterprise with Innovation in Nigeria (YouWin!) initiative in Nigeria provided assistance to thousands of young entrepreneurs (McKenzie, 2017). Youth are prepared for the workforce when vocational education is supported by policy. Collaborations between industries and governments enhance employment results and relevance. Ghana's vocational courses have been modernized and job placement rates have grown as a result of industry partnership. Several real-world instances of the influence of the government Nigeria's National Youth Policy (2019–2023) focused on fostering youth entrepreneurship and skill development. Nevertheless, the programme's influence was constrained by operational flaws, corruption, and inadequate finance (Muhammad & Kanon-Haki, 2025).

The promotion of TVET and entrepreneurship is emphasized in South Africa's National promotion Plan 2030. Government collaborations and incentives led to a 34% increase in TVET college enrollment between 2010 and 2019 (Akoojee, 2016). Launched in 2015, India's Skill India Mission trained more than 10 million young people in employable skills by 2022 with the help of government finance, certification, and employer cooperation (NSDC, 2022). Support from the government and policies is crucial for constructing strong educational institutions, encouraging the growth of skills, and generating job possibilities, particularly in developing nations. Governments can help close the gap between education and the workforce by establishing partnerships, regulating, funding, and designing policies. Education that equips people with practical knowledge, vocational skills, and problem-solving talents is known as functional education, and it is essential for poverty reduction and national development. Functional education holds great promise in developing nations, but it is hampered by a number of issues, such as inadequate funding, out-of-date curricula, a lack of facilities, under qualified teachers, and shaky policy frameworks.

Problems with functional education in developing nations

Functional education is intended to give students employable, real-world skills so they can succeed in the workforce and in society. It is particularly important in developing nations where low productivity, unemployment, and poverty are pervasive. Systemic and contextual issues that need immediate attention have prevented functional education from producing the desired results, notwithstanding its significance (UNESCO, 2022). Functional education has limitations despite its potential because of systemic factors, inadequate infrastructure and financing, insufficient numbers of competent vocational instructors, outdated course offerings, university degrees are valued by society more than occupational skills,. Training institutes and industries have a weak connection.

According to Mcgrath et al. (2019), the TVET systems in sub-Saharan Africa are not well-developed and coherent, which limits their ability to reduce unemployment..

Underfunding is one of the biggest problems. Many nations in Asia and Africa devote less than the suggested 15–25% of their national budgets to education (UNESCO, 2022). This results in inadequate facilities, low motivation among teachers, a dearth of educational resources, and incomplete initiatives. A lack of essential equipment for vocational and technical training, a lack of classrooms, and deteriorating structures plague the majority of educational institutions in developing countries (John & Aliyu, 2024). Many schools' present curricula are theory-based and disconnected from the practical demands of the job market. Graduates become underemployed or unemployed as a result. A lot of sub-Saharan African school curricula haven't changed in decades and don't take into account new economic and technological realities (Ogbunaya & Udoudo, 2015).

A key component of providing functional education is the teachers. Professionally qualified teachers are, nevertheless, in low supply, particularly in technical and vocational fields. Less than 40% of TVET teachers in Nigeria are qualified to teach (A. N. Usman & Tyabo, 2018). Modern machinery, digital infrastructure, and labs required for experiential learning are absent from the majority of technical and vocational schools. Practical skills implementation is practically impossible without functional laboratories and workshops. Despite having national education programs, the majority of nations frequently implement them poorly because of political unrest, corruption, or a lack of cooperation amongst stakeholders. Political meddling and inconsistent policies have made many reforms ineffective (Muhammad & Kanon-Haki, 2025).

Uneven policy implementation as a result of political shifts is one of the difficulties in providing policy support (A. N. Usman & Tyabo, 2018). Money intended for educational advancement has been corrupted and mismanaged. Lack of political will and inadequate corporate participation in curriculum development in certain developing nations. Many people believe that academic education is superior to TVET and related functional education courses. This societal prejudice deters young people from signing up for vocational training. Vocational education has become much less appealing due to the stigma associated with it as education for failures (Ojimba, 2017). Graduates with mismatched skills and few employment options are the result of disconnect between training facilities and industries.

Skill gaps have resulted from the lack of structured industry-academic linkages, which hinder employability (World-Bank, 2021). Several actual instances from underdeveloped nations. Nigeria has adopted a policy on entrepreneurship education, but the lack of funding and qualified staff has made it difficult to implement. Due to low enrollment and shaky business collaborations,

Ghana's Technical and Vocational Education and Training (TVET) system has had difficulties (Anane, 2019). In Bangladesh, gender inequality and urban-rural inequality still exist despite the introduction of several technical education programs (ILO, 2022).

3.2.1 Implications

The transition to functional education has a significant impact on socioeconomic systems: It ensures that students graduate with employable skills (such as coding, automated farming, or technical engineering) by requiring a clear connection between industrial needs and school curricula. By emphasizing "doing" as opposed to "knowing," students are more likely to launch small businesses, which lessen the need for the government to supply all jobs. It offers a route for people with strong technical aptitude who might not do well in typical academic settings, possibly closing the poverty gap.

3.2.2 Research Contribution

Several crucial insights into the development landscape are provided by scholarly research in this area: Research supports the notion that investments in education only pay off financially if the kind of education is appropriate for the economic structure. It provides ministries of education with data-driven roadmaps for switching from "white-collar" educational models from the colonial era to vocational and technical education (VTE).

3.2.3 Limitations

In developing countries, functional education faces significant obstacles despite its potential: Compared to conventional lecture-based methods, setting up labs, workshops, and buying contemporary equipment is substantially more expensive. Vocational or technical pathways are seen as "inferior" to university degrees in many societies, which results in poor enrollment despite favorable employment opportunities. Qualified trainers with both pedagogical expertise and current industrial experience are frequently in short supply. A functional skill acquired today may become outdated in five years in the digital era, necessitating a "lifelong learning" system that many developing countries are ill-equipped to handle.

3.2.4 Suggestions

To reduce unemployment in the developing nations the following recommendations should be taken seriously

Boost the Budget for Education and Skills Development: As advised by UNESCO, devote at least 20% of the national budget to education. Increase government and donor funding for TVET infrastructure modernization. Provide enough funds to support learning resources, teacher training, and infrastructure.

Promote Public-Private Partnerships (PPP): Involve businesses in training, internships, and curriculum development. Promote apprenticeship and internship programs. Work together with industries to offer funds and real-world exposure. Work together with private

sector partners to build curricula, donate equipment, and offer internships.

Institutionalize Data-Driven Policy Making: Make informed decisions about investments and curricula by using labour market data. Incorporate all stages of business development education. Boost institutional accountability and capability.

Encourage Accountability in Funding: Long-term development depends on the transparent utilization of education expenditures.

Increase TVET Certification and Access: TVET institutions ought to be dispersed and furnished with contemporary equipment.

Update the Curriculum: Make sure that TVET programs reflect current labour market developments, such as the need for digital and green skills. Programs should be in line with market demands. Entrepreneurship courses should be required at all educational levels. Curriculum should be in line with the demands of the modern workforce and technological developments.

Strengthen Career Counseling: Raise awareness of TVET opportunities in order to counteract unfavorable preconceptions. Keep rural reach and gender equality in mind. Start initiatives aimed at lowering the stigma associated with vocational education.

Monitoring and Assessment: Put in place data systems to monitor the results of TVET graduates and enhance the efficacy of the program. Make connections with prosperous business people to offer advice to students.

Training of teachers: Create a workforce of qualified TVET teachers. Increase the ability of teachers to impart entrepreneurship knowledge in both theory and practice. Offer rewards, instruction, and ongoing professional growth.

4. CONCLUSION

One of the most effective strategies for combating unemployment and promoting economic growth in underdeveloped nations is still functional education. Progress has been hindered, nevertheless, by a number of issues, from resource limitations to policy shortcomings. Functional education must have sufficient funding, qualified staff, social value, and ongoing adaptation to the changing demands of the labour market in order to carry out its revolutionary mission.

TVET is an essential instrument for tackling youth unemployment, particularly in developing nations that are dealing with economic stagnation and skill mismatches. By giving young people marketable, entrepreneurial, and practical skills, TVET directly supports social stability and sustainable development. For TVET systems to reach their full potential, governments, educators, and development partners must prioritize and improve them. TVET students may eventually transition into university degrees through permeable systems established by governments. This

dispels the societal stigma associated with TVET as a dead-end path. The majority of the education expenditure might be redirected by governments to modernize workplaces and high-tech equipment in vocational centers rather than theoretical universities.

Support from the government and policies are essential tools for improving education, encouraging the development of skills, and lowering unemployment. Developing countries can be put on the path to sustained growth through industrial cooperation, policy coherence, and strategic investment. In the absence of robust governance and evidence-based policy, attempts to lower youth unemployment might not make much headway.

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6. AUTHOR'S STATEMENT OF CONTRIBUTION

Each author made a significant contribution to the development and completion of this work.

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